

FOREST HILLS ELEMENTARY

633 Hiers Corner Road
Walterboro, SC 29488

GRADES K-5 Elementary School

ENROLLMENT 592 Students

PRINCIPAL Gloria S. Valentine 843-549-2119

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR V. Wayne Shider 843-549-5715

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	54	4	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Good	No

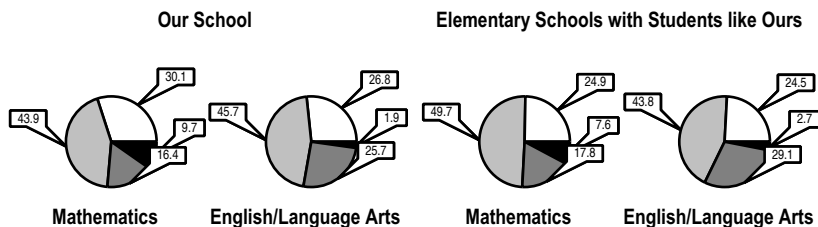
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	299	99.7	26.8	45.7	25.7	1.9	36.8	Yes	Yes
Gender									
Male	157	99.4	31.9	38.5	27.4	2.2	38.5		
Female	142	100.0	21.6	53.0	23.9	1.5	35.1		
Racial/Ethnic Group									
White	122	100.0	20.9	40.0	34.5	4.5	47.3	Yes	Yes
African-American	161	99.4	32.9	49.3	17.8	0.0	26.0	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	268	100.0	26.5	45.3	26.1	2.0	38.0		
Disabled	31	96.8	29.2	50.0	20.8	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	299	99.7	26.8	45.7	25.7	1.9	36.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	99.7	27.0	45.7	25.5	1.9	36.7		
Socio-Economic Status									
Subsidized meals	211	99.5	30.5	47.6	21.4	0.5	29.9	Yes	Yes
Full-pay meals	88	100.0	18.3	41.5	35.4	4.9	52.4		

Mathematics - State Performance Objective = 15.5%									
All Students	299	100.0	30.1	43.9	16.4	9.7	36.1	Yes	Yes
Gender									
Male	157	100.0	26.7	41.5	19.3	12.6	40.0		
Female	142	100.0	33.6	46.3	13.4	6.7	32.1		
Racial/Ethnic Group									
White	122	100.0	21.8	37.3	21.8	19.1	50.9	Yes	Yes
African-American	161	100.0	37.7	49.3	11.0	2.1	22.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	268	100.0	26.9	44.9	17.6	10.6	39.2		
Disabled	31	100.0	62.5	33.3	4.2	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	299	100.0	30.1	43.9	16.4	9.7	36.1		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	297	100.0	30.3	44.2	15.7	9.7	35.6		
Socio-Economic Status									
Subsidized meals	211	100.0	35.3	43.9	16.0	4.8	31.0	Yes	Yes
Full-pay meals	88	100.0	18.3	43.9	17.1	20.7	47.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	99	100.0	27.8	51.1	21.1	N/A	21.1
	Grade 4	93	98.9	27.6	54.0	17.2	1.1	18.4
	Grade 5	115	100.0	48.6	45.7	5.7	N/A	5.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	111	100.0	25.7	41.0	29.5	3.8	33.3
	Grade 4	96	99.0	25.6	42.2	31.1	1.1	32.2
	Grade 5	93	100.0	31.5	61.8	6.7	N/A	6.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	99	100.0	36.7	55.6	6.7	1.1	7.8
	Grade 4	93	100.0	25.3	54.0	16.1	4.6	20.7
	Grade 5	115	100.0	47.6	41.9	10.5	N/A	10.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	111	100.0	38.1	38.1	11.4	12.4	23.8
	Grade 4	96	100.0	23.1	44.0	22.0	11.0	33.0
	Grade 5	93	100.0	33.7	49.4	13.5	3.4	16.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 592)				
First graders who attended full-day kindergarten	84.5%	N/C	100.0%	100.0%
Retention rate	4.3%	N/A	3.6%	2.7%
Attendance rate	95.2%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.0%		3.7%	3.5%
Eligible for gifted and talented	11.2%	Up from 8.2%	9.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.7%	Up from 4.7%	9.3%	8.2%
Older than usual for grade	1.9%	Down from 2.3%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	39.0%	Up from 38.1%	46.9%	51.4%
Continuing contract teachers	92.7%	Up from 88.1%	87.4%	87.5%
Highly qualified teachers**	97.3%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	83.7%	Down from 84.7%	86.6%	86.7%
Teacher attendance rate	92.3%	Up from 92.1%	94.7%	94.9%
Average teacher salary	\$36,772	Up 3.7%	\$39,942	\$40,760
Prof. development days/teacher	19.0 days	Up from 8.0 days	13.3 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.9 to 1	Down from 19.5 to 1	18.3 to 1	18.9 to 1
Prime instructional time	83.3%	Down from 86.4%	89.5%	90.0%
Dollars spent per pupil*	\$4,945	Up 9.1%	\$6,100	\$6,044
Percent of expenditures for teacher salaries*	68.6%	Up from 66.9%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	95.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a great year at Forest Hills Elementary School. Our students performed well academically on Benchmark testing and also improved their social skills, as evidenced by a continued decline in teacher office referrals. Our teachers worked very hard this year attending professional development conferences and serving on district committees. Sonia Inabinett completed her Master's Degree; Cynthia Carter was selected Teacher of the Year. Our school had 2 part-time curriculum facilitators, Janis Headden, and Louise Rogers.

Our PTO, SIC, and Schoolwide Title I Team met monthly to plan ways to support our students. They provided incentive rewards for our students and purchased classroom equipment.

Our school was selected by our district to be a Reading First School. This has provided additional literacy training for teachers and classroom materials in grades K-3.

Students received incentives including star student awards; special recognition assemblies were held where honor roll, good class citizens, and attendance awards were given.

Our Volunteer Program grew under the direction of Jessica Williams, our Volunteer Program Coordinator. A special program was held to recognize these volunteers.

Forest Hills Elementary School families, faculty, and staff all worked with our students to help them become responsible and caring citizens who lead happy, healthy, and productive lives.

Forest Hills is a great place to learn.

Gloria S. Valentine

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	83	58
Percent satisfied with learning environment	87.9%	92.8%	86.0%
Percent satisfied with social and physical environment	72.2%	84.3%	75.0%
Percent satisfied with home-school relations	72.2%	94.0%	74.1%

*Only students at the highest elementary school grade level at this school and their parents were included.